DOCUMENT RESUME

ED 134 816 CE 010 018

AUTHOR Booth, George, Comp.
TITLE The Implementation of Career Education through the Mesa Center for Career Development.
INSTITUTION Mesa Public Schools, Ariz.
PUB DATE Mar 75
NOTE 72p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *Career Education; Contingency Management; *Delivery Systems; Elementary Secondary Education; Evaluation Criteria; *Information Utilization; Inservice Programs; Program Descriptions; *Program Development; *Program Effectiveness; Program Planning; Resource Centers; Staff Role; Teacher Improvement
IDENTIFIERS *Arizona (Mesa)

ABSTRACT

Efforts of the Center for Career Development (Mesa, Arizona) to compare various strategies for promoting available career education materials and services in the Mesa Public Schools (to determine which strategies are more effective in increasing utilization of career education resources) are described. After identifying the career education resources available, the project's method for assessing resource implementation and/or use is discussed under the headings Target Population, Resource Personnel, and Sequences of Events (Overview, Planning Phase, Operational Phase, and Modifications). Project efforts resulted in the Career Service Delivery System, which is discussed in the section, Utilization/Participation Program. This section covers initial contact strategy, staff development strategy, promotional resources strategy, and contingency management strategy. The final section discusses how data collected from the project will be recorded and analyzed. Appendixes contain the following: Log of career education events; utilization/participation program strategies; initial contact methods: participant responsibilities; types, recipients, and frequency of communications; and evaluation criteria and school descriptors. (TA)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED134816

THE IMPLEMENTATION OF CAREER EDUCATION THROUGH THE MESA CENTER FOR CAREER DEVELOPMENT

Compiled By
Mr. George Booth, Consultant
Office of Special Projects

With appreciation to Dr. Carolyn Raymond who determined the need for such a study, conceptualized the promotional strategies, and reviewed this position paper, Dr. William Raymond who assisted in the conceptualization of the study and critiqued the paper, Mr. Joe Dempster who assisted in the evaluation design, and Dr. Robert Wilburn who provided assistance in the preparation of the first draft.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Dr. George N. Smith
Superintendent
Mesa Public Schools

Dr. William Raymond
Planning And Special
Project's Director

Dr. James K. Zaharis
Asst. Superintendent
Educational Services

MARCH, 1975
MESA PUBLIC SCHOOLS
MESA, ARIZONA

CE 010 018

THE IMPLEMENTATION OF CAREER EDUCATION THROUGH THE MESA CENTER FOR CAREER DEVELOPMENT

I. INTRODUCTION

The emphasis of the activities of Mesa Public Schools' Center For Career Development for the past three years has primarily been on the assembling or development of materials, products, and human resource services for classroom use by educators in bringing career education to their classrooms. The main effort of the Center has now been directed toward full implementation of career education through utilization in the curriculum. This study describes the comparison of various strategies for promoting available career education materials and services in the Mesa Public Schools to determine which strategies are more effective in increasing utilization of the resources.

II. OVERVIEW

Need

Successful implementation of career education means the utilization of all the existing or potentially avail-

able career education resources. Therefore, the Center For Career Development does not wish to favor any single resource or group of resources over others in the study. However, the Center does desire to determine which strategies or combinations of strategies are the more effective in bringing about full implementation.

Unfortunately, there appears to be no one evidently superior way or combination of ways for the delivery of career education resources to the intended recipients. Any one of a number of persons may be the better contact and communications link with an individual school or classroom teacher. Any one of several ways of sequencing the delivery of resources may prove to be the more effective method. Various staff development procedures, promotional resources, and contingency management techniques may have more or less facilitating effects on implementation in various schools. There may be interaction between the resource to be delivered, the method of eliciting requests for the resource, the process selected for the delivery, and the potential users of the career education resources in the classroom.

In addition, the traditional and notorious gap between development and practice continues to exist for career education resources. Innovative career education materials and procedures that have shown promise when pilot-tested are not being put into general operation.

The main reason for this deficiency is that there has been little communication of career education development efforts. School personnel who have pilot-tested a promising unit or kit have failed to "sell" the merits of the item to other teachers. The absence of systematic and effective communication has prevented the utilization of many excellent ideas.

Finally, there is no present system for predicting or identifying the needs of educators which may be satisfied through career education resources. One of the implementation requirements is that participation and utilization of career education be voluntary on the part of educators. Educators will voluntarily participate only if they have some expectation that at least some of their perceived instructional needs will thereby be met. A regular and operational means for the matching of career education resources with such expressed needs would do much to facilitate implementation.

Objectives Of Implementation

The objectives of the implementation of career education in the Mesa Public Schools may be summarized as insuring that:

1. All available career education resources are being used in the schools of the district.
2. Career education concepts are being incorporated in the activities of a wide-range of course subject areas.

3. Career education materials and services are being used voluntarily by teachers and learners.

The extent to which these objectives are achieved will measure the extent to which implementation of career education in the Mesa Public Schools is successful.

III. RESOURCES

The career education resources of the Mesa Public Schools include Career Education Instructional Units, Career Guidance Units, Career Education Acitivity Kits, the Community Resource Service (CRS), Career Education Media, and In-Service Workshops and Training Modules.

Career Education Instructional Units

Career Education Instructional Units are printed, self-contained curriculum modules. Each unit contains the definition and goals of career education, the overall purpose of the unit, and the goals and performance objectives of the unit. In the Unit Overview, the purpose, intended use, grade placement, subject area, duration (in hours), grouping, and special considerations for use are listed. The Instructional Sequence section contains all the unit lessons, including estimated time, stated content, instructional strategies, and both the resources provided within the unit and those resources which must be acquired by the instructor. Each lesson specifies new vocabulary, preparation tasks, instructional activities, assessment procedures,

and includes all special resources and assessment instruments required. All units are listed in the district's Career Education Catalogue by title, grade level, subject area(s), hours for completion, summary, and a code which relates the content of the unit to the State of Arizona Career Education Matrix.

Career Guidance Units

Career Guidance Units have been developed for elementary, junior high school, and senior high school levels. Each is a plastic-bound book of from 20 to 200 pages in length, organized into lessons in the following format: title (plus introduction or performance objectives in some units); materials needed; preliminary task (in some units); time for completion; learning activities; and summary. The subjects of the elementary units include self-awareness; interpersonal relations; understanding myself and others; and decision-making. Junior high and senior high units concentrate on individual assessment, relationships, values, attitudes, decisions, and feelings, as well as titles such as "Information Explosion" and "Planning Choice, Not Chance". Methods described in the units include games, puzzles, puppets, role-playing, music, graphics utilization, art, and story-telling. The overall purpose of all units is to provide teachers with guides and other resources through the various activities so that the self-awareness and self-management goals stated

in the units can be realized without the necessity of the direct intervention of district counselors.

Career Education Activity Kits

The Career Education Activity Kits are boxed materials which provide "hands-on" experiences for students in activities that are related to specific careers. Kits for the earlier grades include games using occupations, materials for investigating the applications of laws of physics, tasks for improving coordination, and the use of certain technical instruments. Kits in advanced grades contain more complex simulation activities or games and higher order coordination activities. Each kit is catalogued by title, grade level, appropriate subject, time to completion, and the Arizona Department of Education matrix code.

Community Resource Service

The Community Resource Service (CRS) is a career education unit which coordinates a number of diverse activities, including field trips, guest speakers, tele-lectures, videotaped interviews, and the work education program. Two "career" buses and district buses are utilized to transport children on field trips requested by teachers and tailored to meet the requirements of particular classes. All trips are consistent with and include career education objectives and are planned to contribute toward specific career

education activities, lessons, or units. The guest speakers provided at request of teacher help satisfy the aims of providing students "role models", encouraging specific inquiry about occupations, and encouraging improvement of the concepts of work.

The tele-lecture is a two-way local or long distance telephone conversation which is heard by the student audience through an amplifying unit. Prominent people are interviewed for approximately 30 minutes through two portable units available for all junior and senior high schools and most elementary schools.

The videotaped interview service allows small groups of students to conduct an interview at a work setting and bring the interview back to the classroom, in order that the results may be shared. This procedure is often more suitable for prominent personalties who have time and place limitations.

Finally, the work education program provides high school students an opportunity for either "work exposure" (observation with no actual involvement) or "work experience" (a credit course and "hands-on" learning experience which approaches entry-level capability). All these CRS activities are provided on the request of the local school, class, or teacher and are fully coordinated through the CRS unit.

Career Education Media

The Career Education Media include the "Bread and Butterflies" series, career education films and filmstrips, and videotape and slide/tape presentations. "Bread and Butterflies" is a series of fifteen 15-minute color film programs produced by the Agency for Instructional Television. Each program has a teacher's guide providing lesson goal, discussion, content, purposes, and suggested questions. The series also has two films which provide suggested utilization of the entire series in various classroom situations. Program themes include self- and inter-dependence, decision-making, responsibility, life-style, interpersonal variables, etc.

The other career education films and the filmstrips in the media collection cover a wide range of more specific occupational subjects at various grade levels, divided into enrichment, awareness, and discovery areas. The videotape and slide/tape presentations are special productions of from six to thirty minutes in length, including interviews of representatives of sports, education, science, and other occupations, as well as tours of certain commercial establishments.

In-Service Workshops and Training Modules

The Center for Career Development designs and provides workshops for teachers and administrators. Some of

those which have been developed are entitled "Contracting For Student Learning", "Learning Centers", and "Tutoring By Classmates".

The Contracting For Student Learning program was designed to introduce the classroom teacher to the concept of student contracting as one way to individualize instruction in the classroom. This is accomplished by providing information about student contracting as well as organizational and procedural instructions. A printed volume contains an overview, preparation tasks, session activities instructions, and sample illustrations, charts, transparency masters, other materials, and references for further investigation.

The Learning Center Workshop provides instruction in the learning center concept as a suggested pattern of organization that attempts to assist the child through guided learning experiences. Teachers are exposed to examples of sample learning centers, including an overview, objectives, preparation tasks, and activities for each of three sessions, as well as a special section containing a Facilitator's Manual Workshop.

The Tutoring By Classmates (peer tutoring) workshop is designed to enable teachers to initiate student tutoring, train student tutors, adapt the models given to particular subject matter areas, observe tutors for the purpose of planning future tutoring sessions,

implement a tutoring session for at least one student in a class, and analyze problems that arise when peer tutoring is in operation. It contains four sessions, consisting of "The Tutor's Role", "Observing The Tutor", "Planning a Tutoring Session", and "Improving Tutoring Sessions."

IV. METHOD

Target Population

The target population of the project is the teachers, supervisors, and administrators of all the 24 elementary schools, the six junior high schools, and two of the high schools of the Mesa Public Schools. Each school will be characterized by a number of descriptive factors for use in viewing the result of the project. One of these factors is the degree of physical "openness" exhibited by individual schools. Each of the 24 elementary schools was classified according to the percentage of physical openness as defined in a study conducted by the Research and Evaluation division of Mesa Public Schools, (DeGracie, 1974). All the schools were considered otherwise equivalent in terms of all other factors for the purpose of designing the project.

Resource Personnel

Career education personnel were assigned to each of the Career Resources described above as Career

Resource Specialists. Each career resource is the primary responsibility of one specialist and the secondary responsibility of one or more additional specialists. Each career resource specialist of primary responsibility must see that the resource is fully prepared for delivery and service in the schools. Table 1 lists all the career resources and the assigned career resource specialists of primary and secondary responsibility.

Career guidance personnel were assigned the tasks of developing and delivering career guidance resources for delivery in a similar manner but are not identified for the purposes of this study. The planning, operation, and outcomes of the merger of career education and career guidance units attempted during the implementation project is described elsewhere.

Sequence of Events: Overview

The Center For Career Development designed a sequence of implementation events that would include the following: independent generation of plan of action by both the career education and the career guidance units; joint review, approval and evaluation by the combined career education and career guidance administration; an initial planning phase; and an on-going operational phase, which would include implementation of all plans, the Utilization/Participation study (see below) monitoring and evaluation, and program review. The sequence was

modified during the planning phase but the entire sequence is described as originally conceived. The modifications are described in a subsequent section.

Figure 1 illustrates the Sequence of Events: Planning Phase and Operational Phase. Each box represents an event in the implementation project, and each solid line represents the flow of the implementation efforts, in the direction represented by the arrows. Events numbers 1.1-2 through 6.0 represent the Planning Phase; event numbers 7.0 through 10.0 represent the Operational Phase. Each career service implementation component proceeds through all events in the sequence indicated by the numbering system. Career Education components originate in event 1.1; Career Guidance components originate in event 1.2. Events 8.1 through 8.5 occur independently or concurrently, as required.

Sequence: Planning Phase

Event 1.1, "Individual Resource Member Implementation Action Plan Developed", begins the planning phase of the implementation project. Each career resource specialist first submits a timeline which specifies the expected submission date of a Plan of Action for the given resource. A log is maintained to record the date the timeline is submitted, due date of plan of action, and the date that the plan of action is received. The plan of action is then prepared, including the following: the

specification and description of the resource; whatever additional preparations must be performed on the resource to prepare it for delivery; an analysis of the promotional events comprising the implementation of the plan of action; monitoring and evaluation suggestions; and possible developmental/revisional activities for the resource. The publication entitled Resource Implementation Plans of Action, under separate cover,contains all the plans of action prepared, submitted, and ultimately approved for each of the career resources in this study.

The following three events represent a sequence of reviews for revision or approval on ascending levels of scope and authority. In events 2.1 and 2.2 the supervisor of the individual career resource specialist reviews the plans of action for implementation in the light of project goals, appropriateness, and other considerations chiefly related to matters of detail. These plans are recycled as needed back to the career resource specialist for revision and resubmission. Then the plans are submitted to a Design Team Review, in events 3.1 and 3.2. The tasks of this team are as follows:

1. Review individual plans for implementation of the career resource specialist.
2. Determine how each plan relates to other plans.
3. Plot plan into the appropriate cell(s) of the Utilization/Participation study matrix (see below and Table 2).

4. Specify type and amount of data to be collected and transmit this data to the career resource specialist.

5. Execute transmittal form to program directors, including coding of appropriate cell(s) of study matrix.

6. Report to directors for review as needed.

Plans can be recycled back to the individual career resource specialist for revision and resubmission through the immediate supervisor, as needed. Finally, the plans are submitted to the Career Education Director (Event 4.1) or the Career Guidance Director (Event 4.2) for final individual review and approval on the basis of appropriateness to the program of each. Recycling back to the Design Team as needed is incorporated into this review phase.

After the Career Education and Career Guidance units have reviewed and approved their action plans the plans proceed to a joint session of the project directors for an informal, brief review, in which evident conflicts are resolved (Event 5.0). The plan is then transmitted to a Merger Operations Review Team for the final joint planning review (Event 6.0). At this stage, on-going implementation activities are studied in terms of problems arising between the Career Education and the Career Guidance units, whether reported to the team by the project directors or identified

independently by the team. The personnel of the Merger Operations Review Team will consist of the members of the Career Education Design Team and one or more appropriate representatives of the Career Guidance unit, according to agenda content. When plans, proposals, recommendations, and other items proceed from this stage, they pass from the Planning Phase to the Operational Phase of the project.

Sequence: Operational Phase

In event 7.0 the project directors review and act upon all plans, as follows:

1. Review plan in terms of overall merger constraints and needs.
2. Review plan in terms of district constraints and needs.
3. Approve or reject a plan, with or without suggestions for revision.
4. Inform individual career resource specialist of action taken on plan.
5. Transmit approved plans to implementation phase (Events 8.1-8.5).

It is with this event that project administration initiates the implementation of career education. Plans not approved are recycled back to the appropriate Career Education or Career Guidance design team, to an individual career resource specialist, or to other staff members for revision and resubmission. On-

going operational difficulties reported on a bi-weekly basis from the Merger Operations Review Team are studied and appropriate action is taken.

It is in events 8.1 through 8.5 that the career education and career guidance services occur in the schools, constituting the focal point of the entire effort of the implementation project. In Event 8.1 a monitor and evaluation process collects the impact data from all implementation events, analyzes these data according to certain criteria, and generates an evaluation of the project. Then the delivery of the services in each of the operational goal task force components of the project is provided as follows:

Event 8.2: Implement Utilization/Participation Program Activities

Event 8.3: Implement Community Resource Service Activities

Event 8.4: Implement Work Education Activities

Event 8.5: Implement Career Guidance Activities

The detailed operations of this stage are outlined below in a description of the Career Service Delivery System (CSDS), which encompasses the sequencing and conditions of operation of all delivery events.

The Merger Operation Team described in Event 6.0, above, holds scheduled bi-weekly meetings (Event 9.0) to review all the outcomes of the implementation efforts of events 8.1 through 8.5. This portion of the review

consists of determining how closely the outcomes of each event correlate with the intended results approved by the project directors in Event 7.0. In addition, the team reviews the operation of the Career Service Delivery System (see below), for the purpose of insuring the functional efficiency of the delivery of the implementation efforts. Reports of all of the activities of the meetings of the Merger Operations Team are transmitted to the project directors on a monthly basis (event 10.0) or as needed for more immediate action. At the monthly directors' Operations Review Meeting (Event 10.0) the entire project will be reviewed in detail and required recommendations transmitted to the Merger Operations Team for study or redirection.

Sequence: Modifications

The sequence of events outlined above and illustrated by Figure 1 was initiated in the fall of 1974 and was followed through much of the Planning Phase. Early in 1975 it was determined that the merger plan of coordinating both the Career Education and the Career Guidance implementation activities was not operating satisfactorily. To insure the success of the implementation of the maximum number of resources it was decided to continue the project into the Operational Phase without the Merger Operations Team reviews (Events 6.0 and 9.0), the presence of the Career Guidance Director in the directors' reviews (Events 7.0 and 10.0),

and the Career Guidance Implementation step (Event 8.5). The Career Guidance implementation activities will continue as planned and directed by the Career Guidance unit but are deleted from the balance of this study.

Career Service Delivery System (CSDS)

The Sequence of Events outlined above describes the functional components of the operation of the entire Career Education Implementation project. As previosuly indicated, the delivery of career resources occurs in four events of the Operational Phase of the Sequence of Events: Monitor and Evaluation, Implement Utilization/Participation Program Activities, Implement Community Resource Service Activities, and Implement Work Education Activities (Events 8.1 through 8.4). The process by which services are originated, planned, and delivered in all these specialized areas of responsibility is the Career Service Delivery System (CSDS), outlined in Figure 2. Since each stage in this System applies equally to Events 8.1 through 8.4, each stage will be designated sequentially from 8.0.1 through 8.0.7, providing for the appropriate insertion of the proper Sequence event in place of the zero (0).

Stage 8.0.1 of the Career Service Delivery System (CSDS) is the preparation of the resource for service by the individual resource specialist, subject to the approval of the specialist's Coordinator, or, if the individual is a Coordinator, the appropriate project unit Director.

This stage must be completed prior to the promotion of the resource, and, in most cases, prior to the submission by the resource specialist of a plan of action for implementation (Event 1.1 and 1.2 in the Sequence of Events, Figure 1, above). If the resource has not been fully prepared for service when a plan of action is submitted, the additional work necessary to prepare the resource for delivery must be outlined when the plan of action is submitted (see Resource Implementation Plans of Action).

Stage 8.0.2 designates the Request for Service. This is the most vital element of the plan, since the project is based entirely on the voluntary utilization and participation of teacher, supervisors, and administrators. It is evident from the diagram that principals, teachers, or others may initiate such a request and that it may be directed to the career education staff, to the responsible resource specialist directly, or through a person designated as a "Career Liaison". This person is a career education staff member who has been assigned to each school as the sole regular and continuing communication link between the Center for Career Development and that school. The main source of most requests for service will be received by the individual resource specialist through the career liaison assigned to a particular school. This is because all further contact with the school will be arranged through the career liaison and this is the approach that will receive the widest publicity in the school.

It is evident from page 8.0.3, "Planned Service", that the individual resource specialist is solely responsible for planned the proposed service, regardless of how a request for a service is generated. The specialist must communicate these plans to the appropriate supervisor, or, if the individual is a supervisor, to the appropriate project unit director. Upon completion of the plan, similar information must be directed to the project monitor.

The arrangement for the delivery of the service is made by the career liaison with the school principal or other authorized administrator (Stage 8.0.5). Communications must also be made at this stage with the Project Director, supervisor, and monitor. Then the career liaison reports the results of the arrangements to the resource specialist, who provides for the delivery of the service (Stage 8.0.6). Similar communication is again directed to the project director, supervisor, and monitor, as well as to the career liaison for delivery to the school administrator. Each service or "dissemination event" will be recorded by the career liaison in a log of dissemination events, which records all of the pertinent descriptors for monitoring and evaluation purposes (see Appendix A).

During and upon the conclusion of the delivery of the service, the individual resource specialist will collect all appropriate statistical, descriptive, and other information for evaluation of the service. This information will be transmitted to Mesa's Research and Evaluation Department, the specialists supervisor, the appropriate project unit

director, and the project monitor. This stage completes the career service delivery system in the implementation project.

Utilization/Participation Program

OVERVIEW -- The Career Service Delivery System (CSDS) (Figure 2) is the essential functioning feature of the Sequence of Events in the Career Education Implementation Project (Figure 1). The key to the Career Service Delivery System is the request for Request for Service (Stage 8.0.2). Without requests for service there can be no flow of activities in the Career Service Delivery System and implementation of career education will not be achieved. So it becomes essential to elicit the greatest possible quantity and quality of opportunities for the delivery of career education resources to the target population.

Mesa's Center for Career Development realized that all of the various practicable implementation strategies should be identified and applied to determine the relative effectiveness of each strategy or combination of strategies in achieving the implementation objectives. The implementation plan should provide for the testing of the largest feasible number of these possibilities. The results of this effort would assist decision-makers in designing new programs or making major alterations to existing programs.

Therefore, the Center grouped all available or potential methods of prompting requests for career education services into four strategy areas: Initial Contact, Staff Development, Promotional Resources, and Contingency Management. The components of these areas are listed in Appendix B. The matrix which the areas form for the purpose of coding implementation Plans of

Action is shown in Table 2.

INITIAL CONTACT STRATEGY -- The Initial Contact strategy compares five methods by which initial communications contact is made with the target schools. Two mostly non-personal methods of communication and three mostly personal methods of initial communication with the school are used. In the "Standard Promotion" (Method "A") eight schools receive only the printed or visual material sent out to all schools in the district to publicize career education. This includes fliers, posters, displays, district newsletter (MES-A-GENDA) and notices, etc. In the "Intensive Promotion" (Method "AB") each of six schools received the Standard Promotion materials but each faculty member also received (1) all of the material included in the Standard Promotion and (2) all of the publications and other material already developed by the Center For Career Development. In addition, all new material, that is subsequently produced is sent to each school with notices to each faculty member.

In "Career Communicator" (Method "AC"), one of the personal methods, a "career communicator" is selected from the staff of each of seven designated schools. The Standard Promotion material is sent to each school, and the career communicator is assigned the responsibility of assisting in initial contact efforts, through actively working in the assigned schools with principals and other staff. A 15-week 2-hour in-service seminar acquaints career communicators with the concepts of career education, with the available materials, and with

suggested activities and outcomes. "Principal Involvement" (Method "AD") is a "personal" initial contact method and utilizes the principal of each of five schools as the key initial communicator of career education. All the material of the Standard Promotion are received by each school, but all the communication, promotion, and dissemination events are coordinated with the cooperation of the principal, the traditional instructional leader of the school. Consultations and at least six two-hour in-service workshops are held to orient and assist the principals in their activities.

In some schools several of the methods which appeared to offer the best expectations for success were combined: the Career Communicator and Principal Involvement methods were combined in Method "ACD" in one school; the Career Communicator and On-Site Specialist methods were combined in Method "ACE" in three schools. In addition, a factor which is expected to combine with each of the other Initial Contact methods in producing better results is an increased promotional role for the school Career Liaison. Therefore, approximately half of the schools under each Initial Contact method were assigned to an active promotional liaison. The role of the career liaison in the other schools remains at the less active contact-only level. This procedure is designated Method "F".

The assignment of schools to all groups in the Initial Contact strategy is outlined in Tables 3 and 4. A detailed listing of the responsibilities of each participant in each

of the methods described above (except the combined methods ACD and ACE) is contained in Appendix C.

STAFF DEVELOPMENT STRATEGY -- In the staff development strategy belong all of the efforts designed to acquaint staff with the concepts of career education and encourage them to initiate and assist the utilization of career education resources in their schools. Self-contained printed programs are designed to deliver instruction on specific topics. Workshops of from one to three days in length are designed to provide participants from one school or a group of schools with the knowledge and skills necessary to incorporate career education into their classes. A regular weekly in-service series of short sessions is designed to provide a continuing orientation, instruction, and review, adaptable to meeting the needs arising from implementation efforts throughout the year. Finally, the in-service seminars previously mentioned prepare the faculty and other staff of each school with a formal presentation of principals, practices, and suggested outcomes in career education.

PROMOTIONAL RESOURCES STRATEGY -- In the promotional resources strategy all the "advertising" media available to the Center for Career Development are utilized to disseminate information about career education. Printed or other visual presentations include fliers, poster presentations, bulletin board displays, portable displays, the district newsletter (Mes-A-Genda), and district information sheet (Pink Missile) notices. Other media, such as scheduled or continuous slide/ tape presentations, newspaper or television publicity, and

promotion through community resources are also utilized. Appendix D contains a categorized listing of all types of printed and non-print communications utilized, including the intended recipients and frequency of delivery of each.

CONTINGENCY MANAGEMENT STRATEGY -- The Contingency Management strategy area describes the techniques which may be applied in an effort to stimulate the utilization of career education by teachers, administrators, and other school staff. Desired efforts of responsible staff members can be rewarded appropriately, with reinforcers such as honoraria, career education resource materials, awards (certificates, plaques, public announcements, etc.), district salary or certificate renewal credit, recommendations for inclusion in the personnel file, and various types of feedback from participation in career education activities. Each type of reward will be keyed as closely as possible to a certain level or type of performance by the staff member in career education implementation efforts.

SUMMARY -- In keeping with the goal of voluntary participation, all career education resources are delivered to teachers and schools only on request. The Initial Contact methods are applied in an attempt to determine whether or not there is a clearly superior mode or combination of modes of establishing an operational contact between Center for Career Development and each individual school. The Promotional Resources are designed to stimulate interest in career education. The Staff Development strategies will be used to promote interest in career education and deliver the instructions necessary to

support and continue the implementation efforts. And Contingency Management techniques are utilized as needed to redirect behavior of school staff toward the goals of the implementation project.

Recipients of the variations and the Initial Contact methods are selected in advance, with certain schools assigned to each of the types of communication contacts. This assignment was made with an attempt to establish some balance of groups on the bases of (1) total school population, (2) average degree of "openness", (3) number of schools (except in the "Standard Promotion" group), and (4) number of schools assigned to each career liaison staff member. This assignment was designed to help (1) equalize the work responsibility of the career liaison personnel and (2) reduce the effects of differences between schools and career liaison personnel. Recipients of the three other strategies are selected during the operation of the project, as circumstances suggest or require.

V. DATA COLLECTION AND ANALYSES

Information will be collected on all the process components of the Career Education Implementation Project. Descriptions of all Initial Contact activities in the schools will be derived from project records, logs maintained by principals and career coordinators, and on-site visitation. All activities in the strategies for the elicitation of requests for career education services (Staff Development, Promotional Resources, and Contingency Management) will be monitored from records of the district (Community Relations Department, Community Resource Service, Audio Visual Department, etc.) and outside sources (new media, etc.). Each career education event, including full description will be recorded from career liaison and resource specialist school logs of dissemination events, including date, school, type, type of resource, elapsed time, number impacted, and comments (see Appendix A). This data will also be recorded in a master event log, from which each will be encoded for tracking and analysis purposes. Finally, information supporting additional criteria selected by the project for the evaluation of implementation efforts (administrative time, attitude measures, descriptive factors of target schools, etc.) will be collected through district facilities and from district records (see Appendix E).

The various information collected will be used in an attempt to determine the answers to these questions:

1. Was the assigned Initial Contact method of each school adhered to?
2. What Request Elicitation activities occurred at each school, and for which members of the school staff?
3. What was the relative impact of each career education event?
4. What was the setting for each event and under what constraints did it occur?

The answers to these questions will provide the information necessary to determine the extent to which the objectives of the Career Education Implementation Project have been achieved:

1. The resource records and impact data will show the extent both to which resources are being utilized and to which such usage is distributed throughout the schools of the district (Implementation Objective 1).
2. An analysis of the exposure data will determine the extent of the incorporation of career education throughout the various course subject areas (Implementation Objectives 2).
3. The records of the Career Service Delivery System especially the Elicitation Strategies and Initial Contact Strategy will provide a measure of the extent to which utilization was a result of

voluntary action (Implementation Objective 3). In addition, a correlation between differential results from the various strategies or combinations of strategies (such as illustrated by the matrix in Table 2) may determine whether or not there are optimum strategies or combinations of strategies for general or particular use in further implementation efforts.

Figure 1: Sequence of Events: Planning Phase and Operational Phase

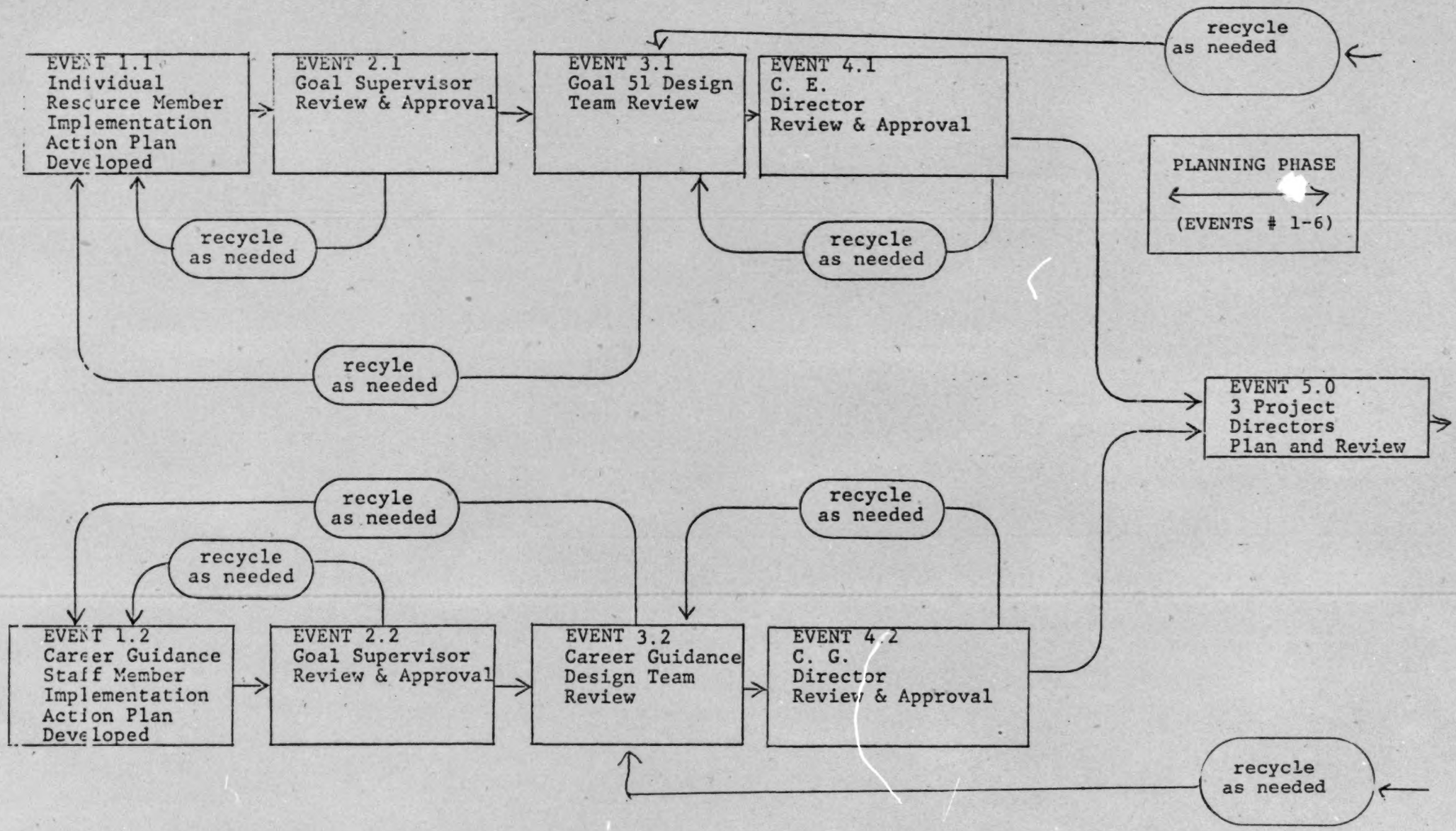

Fig. 1 (cont.)

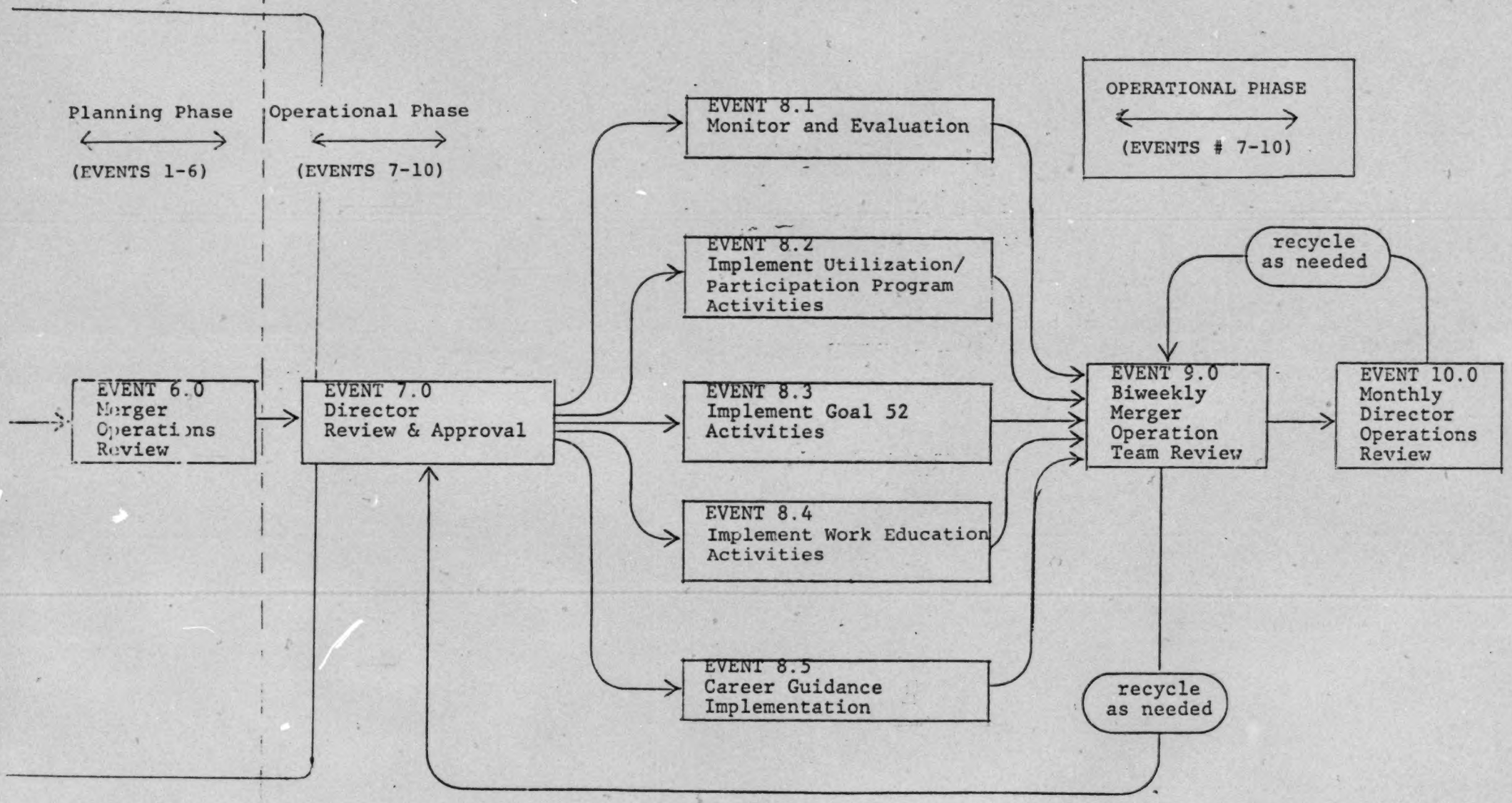
Planning Phase
(EVENTS 1-6)
Operational Phase
(EVENTS 7-10)
EVENT 6.0
Merger
Operations
Review
EVENT 7.0
Director
Review & Approval
EVENT 8.1
Monitor and Evaluation
EVENT 8.2
Implement Utilization/
Participation Program
Activities
EVENT 8.3
Implement Goal 52
Activities
EVENT 8.4
Implement Work Education
Activities
EVENT 8.5
Career Guidance
Implementation
OPERATIONAL PHASE
(EVENTS # 7-10)
recycle
as needed
EVENT 9.0
Biweekly
Merger
Operation
Team Review
EVENT 10.0
Monthly
Director
Operations
Review
recycle
as needed

Figure 2: CAREER SERVICE DELIVERY SYSTEM (CSDS)

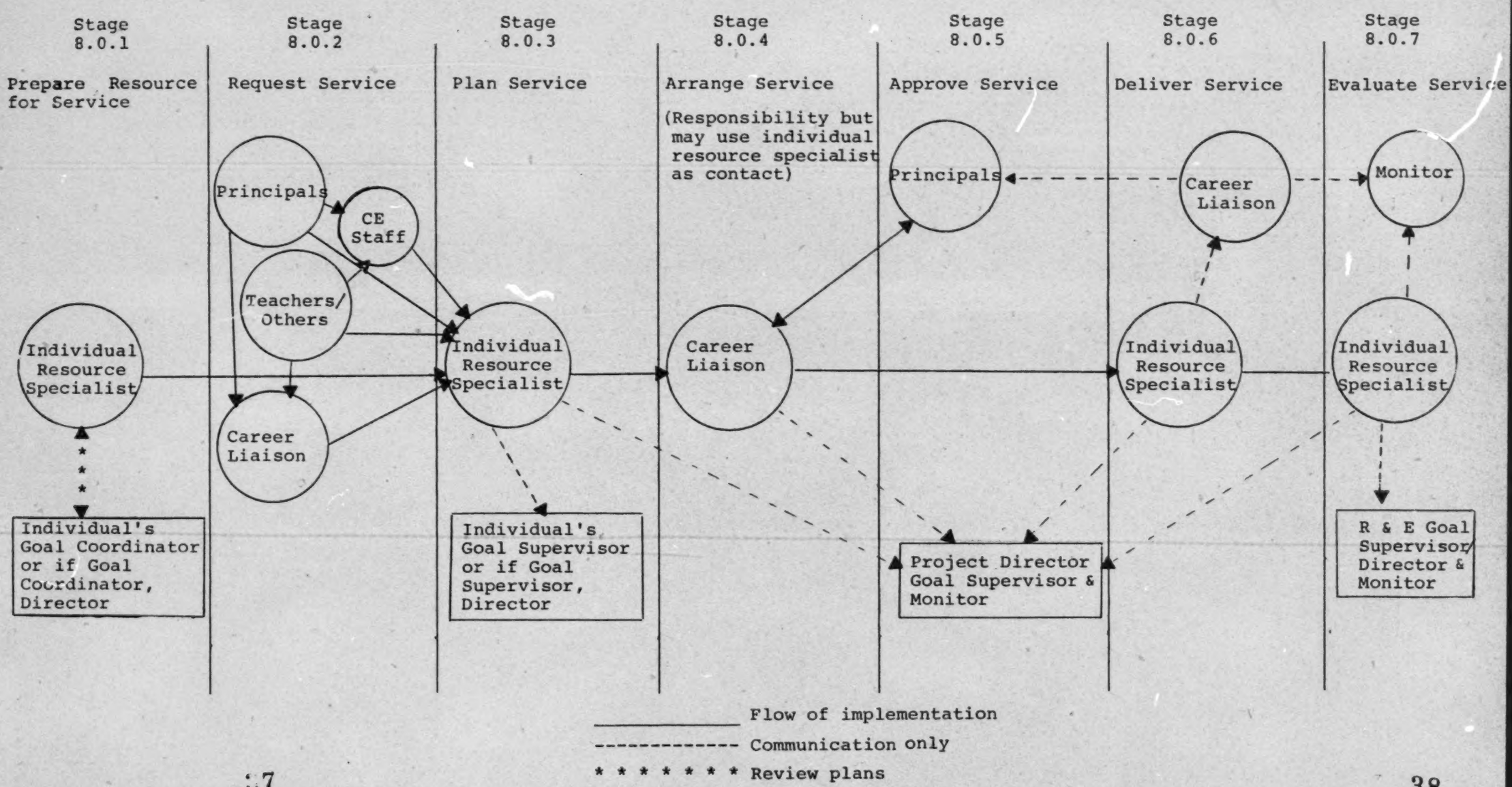

TABLE 1

CAREER RESOURCES AND CAREER RESOURCE SPECIALISTS*

CAREER EDUCATION NUMBER	RESOURCE AREA	RESPONSIBILITY	
		PRIMARY	SECONDARY
CE1	Unit Resources and Commercial Materials	Carl	Lora
CE2	Student Activity Kits	Viola	Lora
CE3	Commercial Films, CRS Videotapes	Hope	Debbie
CE4	Bread & Butterflies	Hope	Debbie
CE5	Learning Centers	Bev	Debbie
CE6	Tutoring By Classmates	Bob	Linda
CE7	Contracting for Student Learning	Barbara	Scott
CE8	Theoretical Career Development Workshops	Scott	Carolyn
CE9	Media Centers	Lora	
CE10	Special Education	Carl	Julie
CE11	CRS (Elementary and Secondary)	Pam Linda	Debbie
CE12	Curricular Infusion Ideas and Short-Term Career Development Activities	Linda	Bev
CE13	Career Exploration Teleview Series	Sharon	Hope
CE14	Work Education	Scott	
CE15	Guidance - Elementary	Elaine	Louise Irene
CE16	Guidance - Junior High	Duane	
CE17	Guidance - High School	John	

*An action plan for promoting resources CE1-CE14 can be found in the document "Resource Implementation Plans of Action."

TABLE 2: UTILIZATION/PARTICIPATION PROGRAM MATRIX: FOR CODING PLANS OF ACTION BY REQUEST ELICITATION STRATEGIES AND INITIAL CONTACT METHODS

INITIAL CONTACT STRATEGY METHODS		REQUEST ELICITATION STRATEGIES		
		STAFF DEVELOPMENT	PROMOTIONAL RESOURCES	CONTINGENCY MANAGEMENT
NON-PERSONAL	A: STANDARD PROMOTION ONLY			
NON-PERSONAL	AB: INTENSIVE PROMOTION (PLUS STANDARD)			
PERSONAL	AC: CAREER COMMUNICATOR (PLUS STANDARD)			
PERSONAL	AD: PRINCIPAL INVOLVEMENT (PLUS STANDARD)			
PERSONAL	AE: ON-SITE CAREER SPECIALIST (PLUS STANDARD)			

TABLE 3

INITIAL CONTACT METHODS AND SCHOOL ASSIGNMENT

ELEMENTARY

INITIAL CONTACT METHOD	MEMBERSHIP AND DEGREE OF PHYSICAL OPENNESS	SCHOOLS			
		METHOD "F" - CAREER LIAISON			
		CONTACT LIAISON		PROMOTIONAL LIAISON	
		CAREER LIAISON I	CAREER LIAISON II	CAREER LIAISON I	CAREER LIAISON II
A STANDARD PROMOTION ONLY	School Membership	Salk 620	Lehi 359	Stevenson 568	Roosevelt 736
	Percent Openness	80	20	90	80
	School Membership	Redbird 794	Hawthorne 743	Longfellow 847	Eisenhower 505
	Percent Openness	80	10	20	80
AB INTENSIVE PROMOTION (PLUS STANDARD)	School Membership	Lindbergh 871	Webster 495	Adams 733	Whitman 708
	Percent Openness	90	30	20	70
AC CAREER COMMUNICATOR (PLUS STANDARD)	School Membership	Franklin 260	Whittier 610	Holmes 680	Edison 794
	Percent Openness	30	40	40	20
AD PRINCIPAL INVOLVEMENT (PLUS STANDARD)	School Membership	Taft 515	Emerson 589	Jefferson 683	Field 559
	Percent Openness	80	40	20	80
AE ON-SITE CAREER SPECIALIST (PLUS STANDARD)	School Membership	Lowell/Hale 545 672		Lincoln 679	
	Percent Openness	20 40		70	
ACD CAREER COMMUNICATOR & PRINCIPAL INVOLVEMENT (PLUS STANDARD)	School Membership			Irving 257	
	Percent Openness			10	

TABLE 4

INITIAL CONTACT METHODS AND SCHOOL ASSIGNMENT

SECONDARY

INITIAL CONTACT METHOD	SCHOOLS						
	MEMBERSHIP	METHOD "F" - CAREER LIAISON					
		CONTACT LIAISON		PROMOTIONAL LIAISON			
		CAREER LIAISON I	CAREER LIAISON II	CAREER LIAISON I	CAREER LIAISON II	CAREER LIAISON III	
A STANDARD PROMOTION ONLY	School Membership						
	School Membership						
AB INTENSIVE PROMOTION (PLUS STANDARD)	School Membership				Mesa Jr. High 1243	Mesa Central High School	
AC CAREER COMMUNICATOR (PLUS STANDARD)	School Membership	Fremont Jr. High 1093		Powell Jr. High 1353		Westwood High School 2889	
AD PRINCIPAL INVOLVEMENT (PLUS STANDARD)	School Membership		Carson Jr. High 1156	Poston Jr. High 1008		Mesa High School 3033	
AE ON-SITE CAREER SPECIALIST (PLUS STANDARD)	School Membership			Kino Jr. High 962			
ACD CAREER COMMUNICATOR/ PRINCIPAL INVOLVEMENT (PLUS STANDARD)	School Membership			Poston Jr. High 1008		Mesa High School 3033	
ACE CAREER COMMUNICATOR/ ON-SITE SPECIALIST (PLUS STANDARD)	School Membership			Powell Jr. High 1353			

APPENDIX A

LOG OF CAREER EDUCATION EVENTS

LOG OF CAREER EDUCATION EVENTS

PERSONAL IMPACT LOG FOR:

DATE	SCHOOL	IMPACT CATEGORY	TIME AT SCHOOL	RESOURCE TYPE	NUMBER IMPACTED	COMMENTS

Promotional Impact Categories:

1. Orienting to Resources Available (Principal)
2. Orienting to Specific Resource (Faculty Group)
3. Preparation to Use A Specific Resource (Faculty Group or Member)
4. Demonstration in Classroom (Students)
5. Other (Describe in Comments Section)

APPENDIX B

UTILIZATION/PARTICIPATION PROGRAM STRATEGIES

UTILIZATION/PARTICIPATION PROGRAM STRATEGIES

A. INITIAL CONTACT METHODS

1. Non-Personal Methods

"A": Standard Promotion

"AB": Intensive Promotion

2. Personal Methods

"AC": Career Communicator

"AD": Principal Involvement

"AE": On-Site Career Specialist

"ACD": Career Communicator and Principal Involvement

"ACE": Career Communicator and On-Site Career Specialist

B. ON-GOING COMMUNICATION METHODS (VARIATE "F")

1. Contact Liaison

2. Promotional Liaison

C. STAFF DEVELOPMENT

1. Written self-instructional program

2. Workshop (1-2-3 days)

3. Weekly in-service series (viz., Weds. afternoons)

4. Academic course (on campus, extension, TV, etc.)

D. PROMOTIONAL RESOURCES (Advertising)

1. fliers, letters, memoranda

2. rosters

3. bulletin board displays

4. portable displays

5. Mes-A-Genda notices

6. "Pink Missile" Notices

7. Slide/tape presentation

8. Newspaper publicity

9. TV publicity

10. CRS publicity

11. District and State Career documents

E. CONTINGENCY MANAGEMENT

1. honoraria

2. materials

3. awards

4. salary credit

5. commendations for file

6. feedback

APPENDIX C

INITIAL CONTACT METHODS: PARTICIPANT RESPONSIBILITIES

METHOD A: STANDARD PROMOTION

1. Principal and Staff

   Method A schools request advertised resources or dissemination efforts in utilization of resources.

2. Career Liaison

   a. Act as the link between the staff of these schools and the Coordinator of Career Resource Specialists

   b. Process requests by staffs of schools or Resource Specialists and schedule their usage

   c. Advise each Career Resource Specialist through the Resource Specialist Coordinator of activities which apply to their area of responsibility and function as accountable coordinators of activities related to their primary liaison assignment

   d. Keep a log of dissemination events occurring in the school to which they are assigned

3. Career Resource Specialist

   a. Develop whatever public relations information/ media is needed to promote their resources

   b. Promote their resource to staffs of schools through the project staff public relations member

   c. Advise Career Liaison of entree into buildings and request possible assistance or involvement

METHOD AB: INTENSIVE PROMOTION

1. Prinicpal and Staff

   Method AB schools staffs receive individual copies of each resource promotion and request resources either from the Career Liaison, or in some cases, the Career Resource Specialist.

2. Career Liaison

   a. Act as the link between the staff of these schools and the Coordinators of Career Resource Specialists

   b. Process requests by staffs of schools and schedule their usage

   c. Advise each Career Resource Specialist through the appropriate Career Resource Specialist Coordinator of activities which apply to their area of responsibility and function as accountable coordinators of activities related to their primary liaison assignment

   d. Keep a log of dissemination events occurring in the school

3. Career Resource Specialist

   a. Develop whatever public relations information/ media is needed to promote their resources

   b. Give all promotional material to the Center for Career Development staff member in charge of public relations for distribution

   c. Advise Career Liaison of entree into buildings and possible assistance or involvement

4. Public Relations *Specilaist*

   a. Distribute all promotional material to each principal and staff member in System AB schools

   b. Create and set up visual displays in System AB schools

   c. Design and carry out additional promotional schemes for Strategy AB schools

METHOD AC: CAREER COMMUNICATOR

1. Career Communicator
   a. Assist the Career Liaison and principal in the coordination and distribution of written and visual materials or displays
   b. Receive and disseminate suggestions regarding the implementation of career education in the classroom
   c. Aid other instructors by offering assistance, encouragement, demonstration teaching, and specific activity suggestions designed around career education outcomes
   d. Attend seminar sessions regarding the relationship to be developed/materials and services to be utilized
   e. Act as the link between the Career Liaison and the teaching staff/principal
2. Principal
   a. Process requests of advertized resources or help with dissemination efforts in utilization of resources
   b. Council with Career Communicator as needed
3. Career Liaison
   a. Act as a link between the Career Communicator and principal and the Coordinators of Career Resource Specialists
   b. Process requests by princiapls, alert Career

Resource Specialists through Career Resource Specialist Coordinator to arrange and schedule their usage

c. Utilize the special resources of Career Resource Specialists in service to the staff. The assigned Career Liaison is to extensively utilize the expertise of each member of the Career Resource Team in service to the faculty. Individual Resource Specialists will be advised of all activities which apply to their area of responsibility and should function as accountable coordinators of activities related to their primary assignment.

d. Provide Career Communicator with suggestions for utilization of Career Resource Specialists and their resource toward the implementation of career education materials and services in the classroom

e. Encourage the Career Communicator to aid other instructors by offering assistance, encouragement demonstration teaching, and specific activity suggestions designed around career education outcomes

f. Utilize the Career Communicator as the link between the Center for Career Development and the building staff and principal

g. Keep a log of dissemiantion events occurring in the school

h. Be cognizant of the "tenor" of the school and encourage receptivity toward the career education products and services

4. Career Resource Specialist

a. Promote their resource to staffs of schools through the Career Communicator

b. Develop whatever public relations information/ media needed to promote their resources

c. Advise Career Liaison of entree into building and possible assistance or involvement

METHOD AD: PRINCIPAL INVOLVEMENT

1. Principal
   a. Coordinate distribution of written and visual materials or displays
   b. Give and receive suggestions for disseminating resources used in implementing career education in the classroom
   c. Aid teachers by encouraging activities designed around career education outcomes
   d. Attend seminar session regarding the relationship to be developed, materials and services to be utilized
   e. Act as the link between the teaching Staff and the Career Liaison and/or Career Resource Specialists
2. Career Liaison
   a. Act as a link between the principal, his staff, and the Coordinators of Career Resource Specialists
   b. Process requests by principals, alert Career Resource Specialists through Coordinator for arranging and scheduling their usage
   c. Utilize the special resources of Career Education Resource Specialists in service to the staff. The Career Liaison is to extensively utilize the expertise of each member of the resource team in services. In addition, individual

Resource Specialists will be advised of all activities which apply to their area of responsibility and should function as accountable coordinators of activities related to their primary assignment.

d. Provide school principal with suggestions for using Resource Specialists and their resources to aid in the implementation of career education materials and resources in the classroom

e. Maintain a close working relationship and mutual advisory relationship with the principal

f. Utilize the principal as the link between the Career Education Resource Specialists and the teaching staff

g. Keep a log of dissemination events occurring in the school

h. Be cognizant of the "tenor" of the school and encourage receptivity toward career education products and services

3. Career Resource Specialist

a. Promote their resource to staffs of schools through the principal

b. Develop whatever public relations information/ media needed to promote their resources

c. Advise Career Liaison of entree into buildings and possible assistance or involvement

METHOD AE: ON-SITE CAREER SPECIALIST

1. On-Site Career Specialist
   a. Assist the Career Liaison and principal in the coordination and distribution of written and visual materials or displays
   b. Receive and disseminate suggestions regarding the implementation of career education in the classroom
   c. Aid other instructors by offering assistance, encouragement, demonstration teaching, and specific activity suggestions designed around career education outcomes
   d. Act as the link between the Career Liaison and the teaching staff/principal
2. Principal
   a. Process requests of advertized resources or dissemination efforts in utilization of resources
   b. Council with on-site career specialist as needed
3. Career Liaison
   a. Act as a link between the On-Site Career Specialist and principal and Coordinators of Career Resource Specialists
   b. Process requests by principals, alert Coordinators of Career Resource Specialists who will arrange and schedule usage of Career Resource Specialists

c. Utilize the special resources of Career Resource Specialists in service to the staff. The assigned Career Liaison is to extensively utilize the expertise of each member of the Career Resource Team in service to the faculty. Individual Resource Specialists will be advised through their coordinator of all activities which apply to their area of responsibility and should function as accountable coordinators of activities related to their primary assignment.

d. Provide On-Site Career Specialist with suggestions for utilization of Career Resource Specialists and their individual resources toward the implementation of career education materials and services in the classroom

e. Encourage the On-Site Career Specialist to aid instructors by offering assistance, encouragement, demonstration teaching, and specific activity suggestions designed around career education outcomes

f. Utilize the On-Site Career Specialist as the link between the Center for Career Development staff and the building staff and principal

g. Keep a log of dissemination events occurring in the school

h. Be cognizant of the "tenor" of the school and encourage receptivity toward career education products and services

4. Career Resource Specialist

   a. Promote their resource to staffs of schools through the On-Site Career Specialist

   b. Develop whatever public relations information/ media needed to promote their resources

   c. Advise Career Liaison of entree into buildings and possible assistance or involvement

   d. Maintain personal impact log for their assigned resource

METHOD F: CAREER LIAISON

1. Career Liaison

   a. Act as the link between the Center for Career Development and the principals and staffs of their assigned schools

   b. Accept and process requests by principals and staffs and alert Coordinators of Career Resource Specialists who will arrange and schedule usage of Career Resource Specialists

   c. Utilize the special resources of Career Resource Specialists in service to the staff. The assigned Career Liaison is to extensively utilize the expertise of each member of the Career Resource Team in service to the faculty. Individual Resource Specialists will be advised through their coordinator of all activities which apply to their area of responsibility and should function as accountable coordinators of activities related to their primary assignment.

   d. Provide Career Communicators, principals, and On-Site Career Specialists with suggestions for utilization of Career REsource Specialists and then individual resources toward the implementation of career education materials in the classroom

e. Encourage the Career Communicators, principals, and On-Site Career Specialists to aid instructors by offering assistance, encouragement, demonstration teaching, and specific activity suggestions designed around career education outcomes

f. Utilize the Career Communicators, principals, and On-Site Career Specialists as the link between the Center For Career Development Staff and the building principal and staff

g. Keep a log of dissemination events occurring in the school

h. Be cognizant of the "tenor" of the school and encourage receptivity toward career education products and services

APPENDIX D

COMMUNICATIONS: TYPES, RECIPIENTS, AND FREQUENCY

COMMUNICATIONS: TYPES, RECIPIENTS, AND FREQUENCY

1. PRINTED COMMUNICATION	RECIPIENTS	FREQUENCY
1.1 Instructional Units	Teachers, Students	Daily
1.2 Instructional Kits	Students	Daily
1.3 State Career Documents	Parents, Educators, Students	
1.31 Career Education-Leadership in Learning		
1.32 Career Education Matrix		
1.33 Career Education and You - The Teacher		
1.34 Arizona Career Education - What Is It?		
1.35 Questions and Answers About Career Education		
1.36 Why Career Education in Arizona?		
1.37 Bright Ideas		
1.38 Additional Documents As Received		
1.4 Mesa Career Documents	Teachers	One Time
1.41 Career Education Catalogue		
1.42 What Is Career Education?		
1.43 Sources of Free Materials Related to Career Education		
1.44 Additional Publications As Developed		

1. PRINTED COMMUNICATIONS (cont.)	RECIPIENTS	FREQUENCY
1.5 Journal Material	Varied	One Time
1.51 R & E Reports		
1.51.1 Field Test Report Vol. 1-15		
1.51.2 Annotated Bibliography		
1.51.3 Mesa Public Schools Graduates		
1.6 News Material	Community, Staff	Daily
1.61 Mes-A-Genda		
1.62 Arizona Republic		
1.63 Mesa Tribune		
1.7 Pamphlet Material	Parents, Teachers, Administrators	Upon Request
1.71 State Career Education Project		
1.72 Mesa Career Education Project		
1.8 Letters and Memorandums	Varied	One Time
1.81 State		
1.82 Mesa		
1.9 Visual Displays	Teachers, Administrators	Weekly

2. NON-PRINT COMMUNICATIONS	RECIPIENTS	FREQUENCY
2.1 Motion Pictures	Teachers, Students	Upon Request
2.2 Television Broadcasts	Students, Community, Staff	Biweekly, Daily
2.21 Bread & Butterflies		
2.22 News Coverage		
2.3 Filmstrip/Slide Presentations	Students, Parents, Staff, Board, Visitors	Upon Request
2.31 Sound On Slide		
2.32 Videotape		
2.4 Audio Recordings	Students	Upon Request
2.5 Formal Addresses	Students, Parents, Staff, Board, Visitors	By Invitation
2.51 Live Speeches		
2.52 Oral Reports		
2.6 Face-to-Face Conversation	Students, Parents, Staff, Board, Visitors	Daily
2.61 Formal Discussions		
2.62 Meetings		
2.63 Informal Conversations		
2.64 Liaison Briefings		
2.7 Telephone Messages	Students, Parents, Staff, Board, Visitors	Daily
2.71 Telephone Conversations		
2.72 Recorded Telephone Messages		

APPENDIX E

EVALUATION CRITERIA

AND

SCHOOL DESCRIPTORS

EVALUATION CRITERIA

1.0 EXPOSURE

1.1 Direct Impact

1.1.1 Career Education Unit

1.1.1.1 number of teachers in school

1.1.1.2 student/hours

1.1.2 Career Education Kit

1.1.2.1 number of teachers in school

1.1.2.2 student/hours

1.1.3 Field Trips

1.1.3.1 number of trips

1.1.3.2 number of teachers requesting it

1.1.3.3 unduplicated number of students impacted

1.1.3.4 duplicated number of students impacted

1.1.4 Guest Speakers

1.1.4.1 number of guest speakers

1.1.4.2 number of teachers requesting appearance

1.1.4.3 unduplicated number of students impacted

1.1.4.4 duplicated number of students impacted

1.1.5 Career Guidance Units

1.1.5.1 number of teachers in school

1.1.5.2 student/hours

1.1.6 Career Guidance Counseling

1.1.6.1 number of powers of counselor time on career guidance topics

1.2 Indirect Impact (inferred "trickle down" effect)

1.2.1 Career Education Workshop

1.2.1.1 number of teachers/hours

2.0 REQUESTS

2.1 Type

2.2 Number

2.3 Date

2.4 Subject matter

2.5 Grade Level

2.6 Person Making Request

2.7 Initial vs. Repeat

3.0 ADMINISTRATIVE TIME

3.1 CRS personnel

3.2 Responsible Person

3.3 Principal

3.4 Teacher

3.5 "Resource Teacher"

3.6 Back-up Personnel

4.0 ATTITUDE

4.1 Who

4.1.1 Students

4.1.2 Teachers

4.1.3 Administration

4.1.4 Other School Staff

4.1.5 Community

4.2 Toward What

4.2.1 Responsible Person (for each "Initial Contact" method)

4.2.2 Each Strategy

4.2.3 Student Objectives in Career Education

4.2.4 Career Education Component Used

4.2.5 Career Education, Generally

4.3 Dimensions

4.3.1 Change

4.3.1.1 number of changes

4.3.1.2 direction of change (positive or negative)

4.3.2 Qualitative Considerations

SCHOOL DESCRIPTORS

1. Distance from Administrative Center
2. Socio-economic Considerations
3. Ethnic Distribution
4. "Leadership Style" utilized
5. "Openness"
6. Prior Exposure to Career Education
7. Teacher Experience
8. Size (enrollment, number of teachers, etc.)
9. Sex distribution in staff

CE 010 018